

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment **Impact**

- Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18,500
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
Key indicator 1: To increase sport participation by introducing children to new sport activities					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	

<p>A. Provide a broad and balanced programme of physical activity which is effectively monitored.</p> <p>B. Provide positive experiences with an aim to establish lifelong interest in physical activity by increasing the range of physical activities to include: athletics, dance, games, gymnastics, swimming and outdoor education.</p>	<p>A. Regular monitoring will ensure the levels of physical activity are sustained in length and frequency.</p> <p>B. Active break times which will be led by teachers. Variety of sports equipment and games outside.</p> <p>C. The upgrading of facilities- new equipment where needed.</p> <p>D. 6 new sports clubs over the year.</p> <p>E. Promoting Children's University to encourage participation.</p>	<p>£1000</p>	<p>A. 10 children graduated from Children's University</p> <p>B. A variety of Sports clubs were on offer for children and attended well including:</p> <ul style="list-style-type: none"> • Football • Running • Dance • Yoga • Cricket • Joe Wickes 'active club' <p>C. New equipment ordered and stored in the PE cupboard.</p> <p>D. New kit for children to wear in competitions.</p> <p>E. Competitions entered and participated in by some children.</p>	<p>Continuation of steps in line with AFPE and YST</p>
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<p>Key indicator 2: To provide high quality teaching for all pupils in sporting activities by all staff</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>				<p>Impact</p>

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Support will be targeted to involve the least active children by providing targeted activities and extending school sports choice, resulting in the children identified becoming more active.</p> <p>B. Increase participation through child lead activities through further development of play leaders.</p> <p>C. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further.</p> <p>D. Barriers to engagement are identified and plans are in place to remove or reduce these.</p>	<p>CPD for teaching staff- staff meetings and sharing of best practice.</p> <p>More confident staff in teaching PE share their expertise.</p> <p>Improve lunchtime provision and activities available- all staff receive CPD to ensure opportunities for sport are maximised.</p>	<p>£14,000</p>	<p>There has been an increase in the number of pupils who were reluctant to participate becoming involved in physical activities – resulting in a long term positive impact on health and wellbeing.</p> <p>Teachers are reporting that they feel more confident with teaching PE.</p> <p>92% of Pupils enjoy PE sessions- they report that they find them fun especially outdoor games. Dance was reported as the least favourite PE session.</p>	<p>Continuation on QM action plans</p>
<p>Key indicator 3: Increase involvement in competitive sport across school</p>				<p>Percentage of total allocation:</p>

				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>A. Provide staff with professional development, mentoring, training and resources to help them teach PE to teach skills needed to compete in sporting events.</p> <p>B. Ensure all staff have a diverse knowledge of different PE and ability of pupils in their class following assessment. Selecting pupils to participate.</p>	<p>A. Targeted team teaching in place to support and develop staff knowledge and skills in all aspects of PE curriculum and assessment.</p> <p>B. Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill development.</p>	£2000	<p>Sports Day at Sir Thomas Boteler – KS1 and KS2</p> <p>Some pupils have had the experience of entering a football match, which they have never done before.</p> <p>Pupils worked on their teamwork and resilience when playing competitively. Experience of losing and being able to accept that.</p> <p>Respecting others and the importance of being a good team player and supporting others in the group.</p>	Continuation in CPD in line with SDP.

Key indicator 4: To promote healthy lifestyles, nutrition, kids active, collaborative team activities, leadership skills and development			Percentage of total allocation:	
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Children have access to a range of non-traditional after school clubs including; Yoga, running and football	<p>Target the least active children.</p> <p>Sports for Champions event-encourage children to lead a healthy lifestyle.</p> <p>Promote healthy school lunches.</p> <p>Training children to be sports ambassadors.</p>	£1500	<p>Links made with Sir Thomas Boteler.</p> <p>Bistro buddies at lunchtime – encouraging a healthy lifestyle and responsibility.</p>	Continue to change afterschool clubs every term to increase range of sporting experiences for every child based on consultation and participation rates.

Signed off by	
Head Teacher:	
Date:	21.7.23
Subject Leader:	H.Nicholson
Date:	28/07/23

Governor:	
Date:	

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